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AUTHOR Fisher, Allison L.
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ABSTRACT

This brief report describes a 1-year project to develop a curriculum on career exploration for adult basic education (ABE) students. The project components included developing and administering a needs assessment, developing and testing a curriculum during six workshops, and revising and packaging the curriculum. The curriculum was used with 35 ABE students; it helped them to focus on a career objective and was considered extremely successful based on evaluations. This report includes the staff needs assessment, a student career-planning quiz, and the curriculum. The curriculum contains outlines and lesson plans for six sessions; each of the lesson plans includes an objective, materials list, learning activities, homework assignments, and handouts. Topics covered in the six lessons are as follows: positive attitude, interest inventories, needs and values, information about the labor market, networking, and decision making. An annotated bibliography lists 12 books and 2 computer software programs on career exploration. (KC)

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Career Exploration: Know Your Options

Final Report
by

Allison L. Fisher
Curriculum Coordinator/Instructor
TIU Adult Education/Job Training Center

1994-1995

1 Belle Avenue MCIDC Plaza Bldg. 58
Lewistown, PA 17044
717-248-4942

1994- 1995

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ABSTRACT PAGE

Title: Career Exploration: Know Your Options

Project No.: 98-5002

Funding: \$21,945

Project Director: Carol Molek Phone No.: 717-248-4942

Contact Person: Allison Fisher Phone No.: 717-248-4942

Agency Address: TIU Adult Education/Job Training Center
1 Belle Ave. MCIDC Plaza Bldg. 58
Lewistown, PA 17044

Purpose: The purpose of the project was to:

- develop a curriculum on career exploration for ABE students
- utilize the curriculum with at least 15 ABE students
- revise and package the curriculum
- disseminate the curriculum statewide

Procedures: The project explored and helped students gain an understanding of the job market. It involved 6 workshops and follow-up case management.

Summary of Findings: The project was beneficial for students, especially in helping them to focus on a career objective. The project served 35 participants. It was an extremely successful project as evidenced by evaluations.

Comments : The curriculum must be constantly updated in order to stay current with the trends in the job market.

Products: A final report and curriculum.

Audience: The target audience for this report are adult educators interested in providing career exploration to adult basic education students.

Descriptors (Bureau staff only):

INTRODUCTION

This project addressed Section 353 Priority A.1. The program was devised to develop a curriculum to be used in ABE programs where employment is a goal for students.

The project proposed to:

- develop a curriculum on career exploration, which would include handouts, a bibliography, and a list of software to be used.
- utilize the curriculum with at least 15 ABE students.
- revise and package the curriculum.
- disseminate the curriculum statewide.

"Career Exploration: Know Your Options" had three components. Part one consisted of developing and administering a needs assessment. Part two consisted of testing the curriculum during workshops. Part three included the revision of the curriculum. The time frame for the project was:

July-August 1994:	Development and utilization of needs assessment
September-November 1994:	Curriculum Development
December 1994-March 1995:	Workshops based upon curriculum
March-May 1995:	Curriculum revision and packaging
June 1995:	Final Report

Project Director was Carol Molek. Ms. Molek has over eleven years experience directing adult education projects for the TIU in conjunction with development and implementation of special projects. Instructor for the program was Allison Fisher. Ms. Fisher is Curriculum Coordinator/Instructor at the center. She has several years experience instructing. The project coordinator was

responsible for facilitating the workshops which were conducted primarily through small group activities.

Dissemination of this report will be made through our office, the Regional Staff Development network, and the PDE Resource Centers. Permanent copies will be available through:

Advance
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

or

Western Pennsylvania Adult Literacy Resource Center
17 William Flynn Highway
Route 8
Gibsonia, PA 15044

BODY

Statement of Problem

"Career Exploration: Know Your Options" addressed Section 353 Priority A.1. by developing a curriculum to be used in ABE programs where employment is a goal for students. The curriculum was designed to help 15 ABE students identify their skills, abilities, needs, and values in relation to the world of work. The project explored and helped the student gain an understanding of the job market as well as exploring various career clusters.

Many of our ABE students come to us without any identifiable goals; they have "no idea" what they want to do because they do not know what they can do. When talking with them individually, it became apparent that these were not people without experience. Instead, these were people who did not know how to set career goals. Many did not know what career options were available or did not fully explore their own capabilities; whatever the reason, they were severely limiting themselves. They moved from job to job without ever gaining specific work skills and became increasingly unhappy. These students come to us in order to improve their basic skills so that they could obtain work. Unfortunately, this was an area in which we felt we had a gap in our holistic approach towards adult education. The development of a career exploration curriculum helped to fill this gap.

Goals and Objectives

Objectives for "Career Exploration: Know Your Options" were:

- develop a curriculum on career exploration, which would include handouts, a bibliography, and a list of software to be used.
- utilize the curriculum with at least 15 ABE students.

- revise and package the curriculum.
- disseminate the curriculum statewide.

Procedures

The design of "Career Exploration: Know Your Options" was in several parts.

Part one of the project consisted of developing and administering a needs assessment to both staff and students. Staff were asked to respond to the questions based upon a percentage of time. After the classes were over, staff were asked to respond to the same questions. The results of the staff survey are as follows.

NEEDS ASSESSMENT

	Before	After
1. My students are able to identify their skills and abilities as related to a career.	30%	85%
2. My students are able to match their interests with a career area.	40%	90%
3. My students are able to identify their needs and values.	50%	75%
4. My students are able to relate their needs and values to a career area.	40%	75%
5. My students know the trends in the local job market.	30%	80%
6. My students are familiar with changing national job trends.	30%	85%

7.	My students are aware of the job shadowing program.	10%	90%
8.	My students are aware of where to find information.	30%	85%
9.	My students have a career objective in mind when they start my class/come for intake.	40%	50%
10.	My students have a realistic career goal in mind when they start my class/come for intake.	35%	60%
11.	My students are aware of the time it will take to complete training for a given career.	30%	80%

The student survey showed that many students had very unrealistic ideas about career planning. Students also stated that they were not able to identify skills and abilities before the class, but after 100% could make a list of their skills. Students also stated that before the class 0% were able to match their interests with a career area. Afterwards, 90% were able to do so, with the other 10% narrowed between two to three career clusters. Students also remarked upon an increase in ability to identify their needs and values and relate them to a career area. After the class, over 90% were able to identify trends in the local job market, as compared to none previously. They also became aware of job shadowing and where to locate career information sources. Overall, the class was beneficial in providing focus and direction for the student.

This assessment was key to developing the curriculum. We did not want to overlap anything that other programs covered. The curriculum was developed using a wide variety of sources. Printed

material, videos, computer software, and guest speakers were all utilized. During this time, the curriculum was reviewed and adapted for use.

After the curriculum had been developed, it was then utilized with ABE students in an attempt to aid the students in gaining the information and providing the tools which they needed to set career goals for themselves. By utilizing the curriculum in the workshops, we were able to test its effectiveness. The instructional approach varied between small group activities, individual research, and an instructor information-giving process. Follow-up with the students was also part of this component. Follow-up consisted of the development of a final plan, series evaluation, and assignment to case manager.

Part three of the project allowed for the revision of the curriculum based upon feedback from its usage. The curriculum, including handouts, annotated bibliography, and a list of software to be used, was packaged.

The curriculum was based on a six workshop design. Each workshop ran for three hours. The first workshop focused on helping the students categorize their skills and abilities into groups of job related activities. This was accomplished by discussing the kind of skills the student already possessed and clustering them into specific job related duties. This activity was particularly useful for the population we were serving, largely dislocated workers. These students, in particular, seemed to suffer from low self-esteem. The skills that they had once been paid for having were no longer needed and they internalized this as "I'm useless" rather than "my skills are no longer needed." Another component of this workshop was helping the students identify the barriers that prevented them from following a course of action. Once they were able to see the difference between work, transferable, and personal skills, they were able to move on to other areas of exploration.

During the second workshop, we concentrated on interest areas. The instructor administered the Career Ability Placement Survey (CAPS) and the Career Occupation Preference System (COPS) assessments. The COPS allowed the student to uncover their interests regardless of education or skill. Most people were in the class because they did not know what they wanted to do or because they could no longer do what they had been doing. This assessment was particularly helpful in identifying career clusters from which to research specific jobs. The CAPS was most useful for those students who wanted to go onto school. Instructors should use caution with the CAPS assessment as it is a timed instrument that feels very "test-like." Most students wanted to know "did I do good or bad." Since the purpose of the class is to bring out the fact that each individual has strengths that can be developed, this kind of thinking can get the group off track easily. The instructor must concentrate on strengths and relate it to career interest in order for these assessments to work.

Students determined how their needs and values affected career choices during the third workshop. This session helped students realize that skills are only part of what affects their job choice. It helped them recognize their own needs as they prepared for their job search. The Myers-Briggs Type Indicator assessment proved particularly helpful in aiding the students. The Myers-Briggs Type Indicator gave information in a coherent manner that not only gave students insight into their strengths and weaknesses, but enabled them to use them in a career exploration format, and later for a job search.

The fourth workshop addressed the labor market and helped students gain a better understanding of its capriciousness. It helped them identify trends which made their own skills more marketable. By reading selections from career exploration material as background information for discussion, the students were able to gain a better understanding of labor market trends. The labor market and its dynamics were defined, discussed, and applied to the local job

market, as well as nationally. At this time the student was introduced to the Discover computer system, the Occupational Outlook Handbooks, the Dictionary of Occupational Titles, and various other career information.

The fifth workshop allowed students time to do individual, guided research. During this time they were also encouraged to job shadow. A speaker was utilized and directions were given on making contacts. They were able to match their skills, needs, and values to a specific occupation. By spending time on their own using the computer career exploration system, Discover, researching books, or conferring with the instructor, the students were able to explore many career options.

The final workshop allowed students to pull together all of the information they gained and helped them outline a plan of action in order to pursue the decision they made.

After completion of the workshops, students were referred to a case manager who was responsible for following their progress.

Results of Objectives

Objectives were met for "Career Exploration: Know Your Options." Targeted number served was 15; we served 35 students. Effectiveness of the series was also based upon the development of a plan of action by each student in the final workshop, as well as by a series evaluation. A curriculum was packaged which includes handouts, bibliography, and a list of software used.

Evaluation

Evaluation was based on:

- development of a career exploration curriculum which was packaged and includes handouts, bibliography, and a list of software utilized.
- utilization of the curriculum with 15 ABE students.
- revision and packaging of the curriculum.
- dissemination of the curriculum and project results.

Sample student evaluations include:

- "We've been doing the same thing for so long that we really don't know what we would like to do. It was interesting to see how all the information came together to form 'me' in a sense."
- "It gives you an opportunity to look at so many options of jobs that you usually wouldn't think were out there."
- "Being here in class makes me feel better about myself and that theres better things out there."
- "The information on job shadowing was important. This is a good idea that a lot of people wouldn't have considered otherwise."
- "I came in here unsure of even taking the class but I was very impressed. had a lot of fun, and also learned a lot."
- "I particularly liked the COPS and CAPS. It's too easy to look at yourself from one perspective (housewife, mother, wife, etc.) I think the results from these tests gave me more insight."
- The instructor "was very friendly with us. I feel she has taught me not only my class but how to solve problems."

- "When I came into the class, I was very frustrated, but as time went on I learned so much and it was very enjoyable and exciting to me. I have learned what skills I need for my job, and what will be expected of me. I still have a lot to learn but I am looking forward to it."
- "The two most important topics were our values and our abilities. We found out we are more important than we realize and we are our own person."
- "I enjoyed being in this class. It has really helped me to narrow it down to two choices. Now is the time to take and go to school and check them out."
- "I had a general idea of what I wanted to do with the rest of my life but I couldn't narrow it down to just one thing or where I wanted to go to school. This class opened new doors to me and gave me a better understanding of things that I could reach out and touch."
- "I just feel good about what I now want to do in my next job. I know what I have to do to get the job."
- "Testing made me aware that I'm never too OLD to brush up on my past training. I guess if you are in a job that you don't need to use something you forget it and this entire program made me realize what other options I really do have!"
- "I definitely feel much more confident in myself and looking for a job. The class has helped me to reinforce my strong points and also emphasize my weak points so I can improve upon them."
- "The class brought to my attention that I do have talents and that I'm not the only person with some of the negative feelings. I can achieve my goals with a lot of effort on my part."

The curriculum was utilized with 35 students. Packaged curriculum is included.

Conclusions and Recommendations

"Career Exploration: Know Your Options" was an extremely successful project. Not only did we more than double our enrollment expectations and package the curriculum, but both students and our own staff benefited from the workshops. Students emerged with a greater focus and thus were able to approach other activities, such as Job Search, Career Counseling, or School Skills, with a clear idea of what they hoped to gain. The instructors benefited from the increased clarity of their students as well. In conclusion, "Career Exploration: Know Your Options," proved to be an excellent inclusion in our center's holistic approach towards adult education.

APPENDICES

Staff Needs Assessment

Student Career Planning Quiz

Curriculum

Staff Needs Assessment

Staff:

As part of my 353 grant "Career Exploration: Know Your Options", I need to assess the perceived needs in the area of Career Exploration. Please take a few moments to answer the following questions and return to me

Thank you,

Allison

NEEDS ASSESSMENT

Percent of the time
0% 100%

1. My students are able to identify their skills and abilities as related to a career.
2. My students are able to match their interests with a career area.
3. My students are able to identify their needs and values.
4. My students are able to relate their needs and values to a career area.
5. My students know the trends in the local job market.
6. My students are familiar with changing national job trends.
7. My students are aware of the job shadowing program.
8. My students are aware of where to find information
9. My students have a career objective in mind when they start my class/come for intake.
10. My students have a realistic career goal in mind when they start my class/come for intake.
11. My students are aware of the time it will take to complete training for a given career.

Student Career Planning Quiz

Career Planning Questionnaire

Directions: Read each question and circle either True or False as you think is correct.

- True False 1. Community colleges and vocational-technical schools are only for people who want training for a specific job like welding, auto body and repair, and carpentry.
- True False 2. The majority of jobs require a college education.
- True False 3. In your lifetime you will spend more of your time working than doing anything else.
- True False 4. An apprenticeship is one way of earning while learning a job.
- True False 5. The biggest effect of work on your life is to provide money for the things you want.
- True False 6. Choosing a job or career means selecting one you like and working hard to get the education or skills needed.
- True False 7. If you look correctly, you should be able to find the one job that is "right" for you.
- True False 8. Choosing the right job is important because you will spend the rest of your life in that job.
- True False 9. People who change occupations usually did not plan correctly in the beginning.
- True False 10. You should choose a job as soon as possible so that you can get the training needed and not waste time.
- True False 11. The best way to begin planning a career is to take a test to see what you should do.
- True False 12. Getting a job and trying it is the best way to find out about an occupation.
- True False 13. In order to get a job, a liberal arts college graduate must get a graduate degree too.
- True False 14. Career planning and making a decision about a job can not be reversed.
- True False 15. Most jobs do not require a particular set of skills or abilities.
- True False 16. Most people start their careers at about age 20 and go directly to the best career.
- True False 17. The major field you choose in college will predict the career you will have after graduation.
- True False 18. There is no set of responsibilities for every occupation.
- True False 19. In ten years, most jobs will require at least a college degree.
- True False 20. The more work experience you have the more likely an employer will want to hire you.

DIRECTIONS TO INSTRUCTOR:

Use the questionnaire as a basis for discussion in career planning. After the students have completed the questionnaire have them score the answers as follows:

Questions 3,4,15,18 are True.

All other answers are False.

Count up the number of correct answers. A score of 18-20 is Excellent, 15-17 is good, 12-15 is Fair. A score below 12 indicates a need for more information before planning a career.

Answers:

1. FALSE Community colleges and vocational-technical schools offer courses transferable to four year colleges in addition to the occupational training classes.
2. FALSE. Employment trends indicate that only about 25% of all job openings require a college degree.
3. TRUE. You will spend more time in work related activities than any other type of activity.
4. TRUE. Apprentices are paid a percentage of a journeyman's salary and you get paid for on the job training.
5. FALSE. Your job may affect where you live, the kind of friends you have and the kinds of recreation in which you can participate.
6. FALSE. Having an interest or desire in a certain job does not mean you will have the required knowledge or skills to do the job. Interests are a good beginning but abilities must be also considered.
- 7.FALSE. The abilities of most people will qualify them for several jobs that may not be similar. Interests also change over time and people can choose different jobs with the same skills and abilities.
8. FALSE. The average person will change jobs at least four to six times during a lifetime. This is due to the changing nature of the work force. Jobs will be phased out and new ones created.
9. FALSE. The workplace may be changing and your interests may have changed too.
10. FALSE. If you are too rigid in your career choice, you have not planned for changes in the labor market, personal interests, and values.
11. FALSE. Tests will not tell you what specific jobs are right for you. Interest inventories can compare your interests with certain job families and achievement tests can tell you if you have the skills.
12. FALSE. This is very time consuming if you were to investigate several jobs in this way. Other ways to explore job categories would be to talk with someone in the field, or use occupation handbooks.
- 13.FALSE. The majority of liberal arts graduates are employed without advanced degrees.
14. FALSE. You can change careers whenever your talents, needs, or the labor market changes. Your talents, skills, needs and interests are constantly changing and growing shaped by your occupational experience. You could transfer these skills and abilities to other occupations.
- 15.TRUE. The majority of jobs except for highly technical ones can be accomplished in different ways by people with differing sets of talents and skills. People are usually hired for their potential to learn and advance.
16. FALSE. People and their careers change. The skills and knowledge of one job can often be applied to others. For example teaching skills could be used in real estate, car sales, or insurance sales.
17. FALSE. People with education covering many areas find themselves choosing work usually not directly related to the major field of study in college. For example, an English teacher becomes a football coach. [An example: Joe Paterno, Penn State University]
18. TRUE. People in occupations having the title often perform tasks using different skills. They may have the same responsibilities but use their own style and talents.
19. FALSE. Trends indicate that most jobs will require additional technical training, but less than 25% will require a college education.
20. FALSE. Previous work experience is important, however employers look for people who have the potential to learn and grow with the company. Experience is only one factor used in selection.

Curriculum

**CAREER
EXPLORATION:
KNOW YOUR
OPTIONS**

CAREER EXPLORATIONS CURRICULUM

Time: 9-12 am Dates to be given by instructor
Instructor:

OUTLINE

Session 1: Accentuate the Positive

This session will use activities and worksheets to help students categorize their skills into groups of job related activities. It will also help them identify barriers which keep them from doing the things they want to.

Session 2: CAPS/COPS

These assessments will be administered at this time.

Session 3: Needs and Values

We all have certain things which we will or will not do on a job: travel, work in air conditioning, get paid for overtime, etc. This session will help students realize that skills are only part of what affects their job choice. It will help them recognize their own needs as they prepare for their job search.

Session 4: What's Out There?

The job market affects us all. This session will help students gain a better understanding of its capriciousness and help them identify trends which will make their own skills more marketable. At this time students will also be introduced to the Discover computer system and learn how to use the research material, such as the Occupational Outlook Handbooks.

Session 5: Networking

Knowing where to look can be an important first step in exploring what is out there. This session will help students learn how and where to look. It will also help students match their skills, needs, and values to a specific occupation. They will spend time on their own - using Discover, researching journals, or talking with the instructor.

Session 6: Decision Making

This final session will pull together all the information students have gained and help them outline a plan of action in order to pursue the decision they have made.

Day 1: Accentuate the Positive

Objective: To help students recognize that they have a wide variety of skills. At the end of the session they should be able to group their experiences into a related activity and describe the experiences in terms of a services.

Materials: index cards
blackboard
worksheets
COPS (to pass out for homework)

Lesson:

- As the students arrive, pass out the career planning quiz. This gives them something to work on while you wait for the usual first day stragglers. You may also want to pass out a list of jobs and definitions which have been jumbled and have them match. You may create your own.¹
- Take care of any "housekeeping." Introduce yourself, the program, and any class rules. Pass out the syllabus at this time. Ask each student to introduce themselves, especially focusing on what they hope to get from the class, and any past work experience. At this time it's a good idea to let them know that one of the class rules is that they must sit beside a different person each day. This helps make new contacts, which is very important in career exploration.
- Explain to the group that it is very important that they get to know one another, as they will learn as much from one another as they will from the instructor. As such they will participate in an icebreaker.
- **Icebreaker exercise**
 1. Pass out one index card to each student.
 2. Ask them to list 5 things that they would like to learn. It may be job related but does not have to be.
 3. When they complete this, ask them to turn the card over and list 5 things that they could teach someone, and they **cannot** be all job related.

¹ A very nice example may be found in Durgin, Rod W. Career Targets: A Career Exploration and Educational Planning Guide. COIN Educational Products: Toledo, OH, 1993, p. 11.

4. When they complete this, they must get up from their chairs, speak to everyone in the class, and try to match names with their lists.
5. When you feel that they've had time to speak to everyone, ask them to take their chairs and discuss.
6. Make sure that everyone has something on their cards and then relate this to the fact that we all have skills. Each one of us has something that we do better than anyone else.
7. Use this as a lead in to a discussion of personal, work, and transferable skills. Discuss- *"You all have a combination of these skills. In the next few days you're going to find out how to use your special combination of skills to find the best job for you. I'll be giving out a lot of information in the first week and then the second week we'll really sort through it. Use each other as resources."*

- **Activity**

Using the **Skills and Ability Inventory**, have the students list their skills. After listing, work with them to cluster the work skills by transferable skills.

BREAK

- **Activity**

Discuss dream jobs vs. real jobs and the skills needed to do both. Students will often find that the only difference is training and self-confidence. Discuss barriers using the **Barrier Worksheet**.

- **Closure** - Ask students to think about the lists of clusters that they made. Which did they enjoy the most? What barriers would they have to overcome in order to pursue a career that would utilize those transferable skills?

HOMEWORK

Pass out the COPS, explain and have students bring in completed for next workshop.

Career Exploration
Student Summary

• Name: _____

• Previous Enrollment: _____

• Past Employment: _____

• COPS: Date- _____
High- _____

Low- _____

• CAPS: Date- _____
High- _____

Low- _____

• Needs/Values: _____

• Plan of Action: _____

Skill and Ability Inventory

CATEGORY	WORK	PERSONAL	TRANSFERRABLE
Home Related			
Athletics			
Community Involvement			
Employment			
Literary			
Visual Arts			
Performing Arts			
Academic			
Other			

My Barriers

By now I guess you know that nobody is perfect. Every employer has things he/she is not proud to have in their workplace. Every job seeker also has things about which he/she is not proud. These are **not** weaknesses. Instead, they are areas to improve. If you are asked about what your weaknesses are, simply say, "I don't call them my weaknesses, but they are things I want to improve."

Look over the checklist below of possible areas to improve. These are called **barriers**. These are things that get us down and make us think that no one would hire us. Other people have managed to overcome these problems. Next to the check list are some examples of how others have changed or faced these barriers. You may have also overcome some of these barriers. If so, write down how you did overcome the barrier. Your instructor may want to discuss this in class.

Barriers	What Others Have Done
☐ I have no job experience	Do volunteer work. Prove you can learn and have good work habits.
☐ I don't know how to interview or look for a job.	Take classes to improve your skills
☐ I have an arrest record	Tell what you have done to change. Get new friends and change your life
☐ I got fired	Show what training or classes you have already taken to improve.
☐ I changed jobs a lot	Show how your last job was not right for you and how your new line of work will suit you
☐ I never got a diploma	Enroll in GED classes
☐ I have no transportation	Look for someone to ride with
☐ I am too young (or too old)	Find other people of your age and find out how they found their jobs.
☐ No one hires people of my background, race, or sex	Get letters of reference from trustworthy and important people
☐ My English is poor	Enroll in improvement classes
☐ I have no confidence	Find other people with these problems and ask how they were successful in getting a job
☐ I have a disability	Get special training to overcome your disability as much as possible.

Day 2: CAPS/COPS

Objective: To administer the CAPS/COPS in order to help the students focus on their abilities and skills.

Materials: CAPS/COPS testing material
Dictionary of Occupational Titles
scrap paper

Lesson:

Introduction

- Introduce the topic by stating that, *"While we may have a list of our skills and abilities, it is important to also define interests. These assessments will allow us to do both."*
- Ask the students to get out the COPS assessment which they did for homework. Explain scoring and aid the students in the scoring process (See COPS instructions). Have students look at their three highest cluster areas and using the samples in the back of the COPS packet, make a list of 15 jobs to explore (5 from each category). These may be jobs they know a little about or just ones that sound interesting. Make certain that they also write the DOT codes down.
- When the student has finished, ask them to put the COPS aside and administer the CAPS. You may want to give a short break between sections of the CAPS. After the Math is a good time to break.
- After CAPS testing and scoring is complete, you should still have time to explore the COPS.
- Explain how to use the DOT books. By using the list of 15 sample occupations, students should use the DOT in order to get definitions of the 15 sample occupations. Encourage them to look at other jobs on the same page as they are in the same cluster. If something looks more interesting than what they have listed, write it down.
- Closure - discuss what the students are finding so far.

HOMEWORK

Pass out and explain the Myers-Briggs Inventory. Have students complete questions ONLY for homework.

Day 3: Needs and Values

Objective: To help the students realize that skills are only part of what affects job choice. Each students should be able to recognize their own needs as they prepare for a job search.

Materials: worksheets
index cards

Lesson:

Introduction

- Explain that while they now have a list of jobs that they are interested in, before they explore them further, they need to see if they mesh with their needs and values. Values are only labels; words we attach to sources of reward. We can discern our values in what we do not like as well as in those we do. Examples: 1. enjoyment, 2. conditions, 3. value to others. "Work without value is mere labor and work with value justifies any burden."

- Activity

Your values are affected by those around you.

1. Pass out index cards and have students write the most unpopular job they can think of on card. Then, pass down row. Have student read the card they got and tell what they expression of the important people in their life would be. Discuss.

2. Have students make a list of 5 people that they know, their job, and what the **student** likes about the job. Discuss.

3. Do the values survey, "What Are Your Occupational Values?"

BREAK

- Activity

Do the Myers-Briggs scoring and discuss.

- Closure - Discuss findings.

HOMEWORK

Have the students read from newspapers, magazines, or a career trend book. Some good examples include:

Farr, J. Michael. America's 50 Fastest Growing Jobs. JIST Works, Inc.: Indianapolis, IN, 1994.

Field, Shelly. 100 Best Careers for the Year 2000. Prentice Hall: NY, NY, 1992.

Kleiman, Carol. The 100 Best Jobs for the 1990's and Beyond. Dearborn Financial Publishing, Inc.: Chicago, IL, 1992.

What are Your Occupational Values?

Directions: Read each statement and circle the number which best represents how the statement describes you.

(1) Strongly Disagree; (2) Disagree; (3) Neutral ; (4) Agree; (5) Strongly Agree.

- | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | |
|-------------------|----------|---------|-------|----------------|---|
| 1 | 2 | 3 | 4 | 5 | 1. It is more important for a job to offer security than opportunity |
| 1 | 2 | 3 | 4 | 5 | 2. It would be hard to live with the feeling that others are passing me up in my job. |
| 1 | 2 | 3 | 4 | 5 | 3. The kind of occupation I have isn't as important as earning enough money for a good living. |
| 1 | 2 | 3 | 4 | 5 | 4. I want my occupation to provide me the opportunity to acquire new skills and knowledge. |
| 1 | 2 | 3 | 4 | 5 | 5. A very important part of work is the opportunity to make friends. |
| 1 | 2 | 3 | 4 | 5 | 6. I want an occupation where I can look forward to a stable future. |
| 1 | 2 | 3 | 4 | 5 | 7. It is important in an occupation to have the chance to get to the top. |
| 1 | 2 | 3 | 4 | 5 | 8. Success in a job is judged mainly by how much money I make. |
| 1 | 2 | 3 | 4 | 5 | 9. I have the right to expect work to be fun and exciting. |
| 1 | 2 | 3 | 4 | 5 | 10. I would prefer an occupation with an opportunity to work with people rather than things. |
| 1 | 2 | 3 | 4 | 5 | 11. It is more important that I be able to count on having a job rather than make a lot of money. |
| 1 | 2 | 3 | 4 | 5 | 12. Success in an occupation is when I have respect and recognition from others. |
| 1 | 2 | 3 | 4 | 5 | 13. Work is nothing more than a way of making a living. |
| 1 | 2 | 3 | 4 | 5 | 14. It is important for me to have an occupation that gives me a chance to develop my abilities. |
| 1 | 2 | 3 | 4 | 5 | 15. It is not right for me to lose friends just to get ahead at work. |
| 1 | 2 | 3 | 4 | 5 | 16. The most important factor about an occupation is that I can depend upon it being there. |
| 1 | 2 | 3 | 4 | 5 | 17. Getting recognition for my work and occupation is very important to me. |
| 1 | 2 | 3 | 4 | 5 | 18. My occupation has to provide me with the chance to make a great deal of money. |
| 1 | 2 | 3 | 4 | 5 | 19. I want an occupation in which I can work with new ideas, be original and creative. |
| 1 | 2 | 3 | 4 | 5 | 20. The main satisfaction I can get from work is helping my fellow workers. |
| 1 | 2 | 3 | 4 | 5 | 21. It is important for me to be reasonably sure that my occupation is fairly permanent. |
| 1 | 2 | 3 | 4 | 5 | 22. I should try to succeed at work, even if it interferes with other things in life. |
| 1 | 2 | 3 | 4 | 5 | 23. To be successful in my occupation, I have to care about making money. |
| 1 | 2 | 3 | 4 | 5 | 24. It is important for me to have enough freedom and responsibility to use all my abilities in my job. |
| 1 | 2 | 3 | 4 | 5 | 25. It is important for me to have an occupation where I can work with congenial and friendly people. |

Scoring

Write the number you circled for each of the statements and then add each column to obtain your scores.

Security	Status Recognition	Financial Reward	Self Expression	Personal Relationships
1 _____	2 _____	3 _____	4 _____	5 _____
6 _____	7 _____	8 _____	9 _____	10 _____
11 _____	12 _____	13 _____	14 _____	15 _____
16 _____	17 _____	18 _____	19 _____	20 _____
21 _____	22 _____	23 _____	24 _____	25 _____
Total _____	Total _____	Total _____	Total _____	Total _____

The higher the score you have in a column, the higher the importance you give that personal value. Your scores will vary across all the five values. Knowing what your values are can help you select an occupation that brings you job satisfaction.

The description of the values are as follows:

Security: This is an important value for everyone. If your score is high in this area you prefer an occupation that is low risk, [stable, permanent and "always there"]. Some jobs that have high security also may have limited opportunity for advancement, and could be lower paying than higher risk jobs. However, you may prefer to always have a job, even if it does pay less, rather than risk being unemployed.

Status/Recognition: If you rate this high, you prefer an occupation that has higher social recognition such as teacher, or nurse. Status and recognition means that people see the job and the person who has that job as having power, being socially useful, having higher intelligence and higher salary. Most jobs in this category require college degrees.

Financial Reward: If you rate high in this category, you prefer to make money. People in this category change jobs frequently in order to get higher salaries. People having this value work harder than the average person and may be considered a "workaholic" which is a person dedicated to his/her job before anything else.

Self Expression: If you rate this category high, you prefer occupations that enable you to use your talents and abilities. You prefer occupations that are interesting, have continued growth and opportunities for more learning and development. Salary and recognition are of lesser importance to you.

Personal Relationships: If you rate this category high, you want an occupation in which you have a chance to develop friendships. You want your job to help you develop a network of friends and your social life is usually with those people from your job.

Knowing yourself and what is important to you can help you make decisions about occupations that may bring a greater job satisfaction. If you score evenly across several values, an occupation that combines those values would be more satisfactory for you.

Day 4: What's Out There?

Objective: To help the student gain an understanding of the job market. Students will be able to narrow their job interest lists based upon this information.

Materials: worksheets
board to write on
career guidance materials, books

Lesson:

Introduction

- Review last week and answer any questions.
- Discuss the Labor Market:
 1. What is it - have them define it.
 2. Who is in it- where are you. Discuss "underemployed."
 3. Labor market dynamics
 - a. death
 - b. family duties
 - c. occupational transfers (#1)
 - d. disability
 4. Discuss replacement rates
 5. Average American can expect to hold 7 different jobs and have at least 3 career changes in a lifetime.
 6. Nontraditional careers
 7. Training as an investment in the future.
- Activity
Put the students into groups in order for them to discuss homework readings. In groups, have them choose top 3 jobs for the future. Put findings on board and discuss.
- Discuss Local Labor Market
 1. Give background information on demographics. Discuss the following:

² A good source for this information is your local planning office, Chamber of Commerce, or library. A useful, albeit general, tool is, Boyle, Karen Kimmel, and Ernest Whelden, Career Information in the Classroom The National Center for Research in Vocational Education, The Ohio State University, Columbus, OH. Meridian Educational Corp.: Bloomington, IL, 1986.

- a. population - age, education, income level
 - b. natural resources
 - c. changing technology
 - d. banking
 - e. consumer tastes
- **Activity**
Have students list 3 hometown business and list 5 occupations in each.
 - a. Have them discuss how jobs cross training levels.
 - b. Discuss 3 local businesses affected by national trends.
 - c. Discuss jobs that will always exist.

BREAK

- Individual Research Time

Allow students time to use the resources available. They should be narrowing their list of 15 to 3-5 jobs they are interested in exploring. By using the Occupation Outlook Handbook, Occu- Facts, and the Guide to Occupational Exploration, as well as specific career books, they will be able to narrow their lists. The computer systems, **Choices** and **Discover**, can also be utilized during this time.

This is also a very good time to invite a speaker, perhaps a high school guidance counselor, in order to explain the school application process.

During this individual time, it is important that the instructor is circulating and speaking to students in order to help them focus and find information.

- **Closure** - Ask them to think about all of the information they are gaining and begin to make lists of pros and cons.

Day 5: Networking

Objective: To have the student continue focusing on a career by using individual research time and identify sources to job shadow.

Materials: worksheets
career guidance materials, books

Lesson:

Introduction

- Explain that while the books, computers, and speakers are all very good resources for career exploration, the best way to find out what a job entails is to job shadow. Explain the process.³ Provide a sample copy of a telephone conversation or letter.
- Students may use a Job Shadowing Directory (if available) in order to pinpoint sites or may explore other avenues.

• Activity

Have the students use phone books (yellow pages) in order to list businesses with which to job shadow. They should list at least three places.

Have them make up lists of questions to ask an employer. You may want to have them practice with one another.

BREAK

- Allow the students time for more individual research. During this time:
 1. Have them sign up for appointments with their casemanager to devise a plan.
 2. May have speakers in from other classes they'll be attending.
- Closure - Answer any questions they may have.

³ Our center has cooperated with the Chamber of Commerce and put together a resource book of business and industry who agreed to allow students to job shadow. A representative from the committee comes to our class to explain how the process works.

HOMEWORK

Have the students narrow their focus to one career they'd like to explore. Have them do a visualization exercise about what their day would be like on this job.⁴

⁴ You may make up your own exercise or a very good one can be found in, Bingham, Mindy and Sandy Stryker, Career Choices. Academic Innovations: Santa Barbara, CA, 1990, p. 157.

Day 6: Decision Making

Objective: To help the student realize what they need to do to pursue the decision that they have made and have them set a plan with casemanager.

Materials: board
evaluations
certificates

Lesson:

Introduction

- Go over the visualization exercises and discuss
- Have the students meet with casemanagers. As the others are waiting, have them do the following:
 1. Evaluations
 2. List goals
 3. (OPTIONAL) Have students draw a picture of where they would like to be in 5 years and have everyone write motivational messages for one another on the picture.
- When all students have finished meeting with casemanagers and have a plan, close class.
- **Activity**
Have the student clasp their hands in front of them and then ask them to change thumb overlap and then the rest of fingers. Relate the feeling of awkwardness to change in general.
- **Closure** - Pass out certificates and end with quote.
"We are a success: When we have lived well, laughed often and loved much. When we gain the respect of intelligent people; and the love of children. When we fill a niche and accomplish a task. When we leave the world better than we found it, whether by an improved idea, a perfect poem or a rescued soul. WE are successful if we never lack appreciation of earth's beauty or fail to express it. if we look for the best in others, and give the best we have." Robert Louis Stevenson

Bibliography

Bingham, Mindy and Sandy Stryker. Career Choices. Academic Innovations : Santa Barbara, CA, 1990.

Although oriented towards teens and young adults, there is much valuable information for persons of any age who are seeking a focus on not only careers, but life direction.

Boyle, Karen Kimmel, and Ernest Whelden. Career Information in the Classroom. The National Center for Research in Vocational Education, The Ohio State University, Columbus, OH. Meridian Educational Corp.: Bloomington, IL, 1986.

This is a trainers manual for infusing the Occupational Outlook Handbook into career exploration workshops. Includes modules and transparencies.

Careers, Inc. Occufacts. Careers, Inc.: Largo, FL, 1989.

A very nice description of many careers.

Durgin, Rod W. Career Targets: A Career Exploration and Educational Planning Guide. COIN Educational Products: Toledo, OH, 1993.

The illustrations of ants are a bit juvenile for most adults, but there are some good worksheets as well as a very useful list of career clusters. Might be good for low-literacy adults.

Farr, J. Michael. America's 50 Fastest Growing Jobs. JIST Works, Inc.: Indianapolis, IN, 1994.

Very user friendly. Many lists that are easy to read.

Field, Shelly. 100 Best Careers for the Year 2000. Prentice Hall: NY, NY, 1992.

No useful introduction, but a nice breakdown of the careers.

JIST Works, Inc. America's Top 300 Jobs. JIST Works, Inc.: Indianapolis, IN, 1990.

A good sourcebook, not only for trends, but for descriptions of careers.

Kleiman, Carol. The 100 Best Jobs for the 1990's and Beyond. Dearborn Financial Publishing, Inc.: Chicago, IL, 1992.

A little outdated now, but a very nice introduction.

Maze, Marilyn, and Donald Mayall. Guide for Occupational Exploration. JIST Works, Inc. Indianapolis, IN, 1991.

Not a very user friendly book. The codes are complicated and require too much flipping pages.

US Dept. of Labor, Bureau of Labor Statistics. Dictionary of Occupational Titles. JIST Works, Inc.: Indianapolis, IN, 1991.

Not the most user friendly book. A very complicated set of codes. However, with 25, 000 jobs listed, it is an indispensable source of descriptions.

_____. Occupational Outlook Handbook. JIST Works, Inc.: Indianapolis, IN, 1994.

By far the easiest book to use. It is based on the DOT codes but also includes an alphabetical index. Does not include all jobs that the DOT has, but still very useful.

_____. PA Occupational Outlook Handbook. PA Occupational Information Coordination Committee (POICC) : Washington, DC, 1994.

A good resource for those unwilling to relocate. Not as easy to use as the more general OOH.

Software:

Discover. The American College Testing Program. Educational Technology Center: Hunt Valley, MD, 1994-95.

A computer system designed to walk the student through various assessments and then provide information based upon answers. Easy to use, self-directed.

Choices. Human Resources Development Canada. Information Systems Management: Clayton, NY, 1994.

The most current information available on computer! Updated every six months by POICC, it contains local job market information as well as information on schools and programs.